Appendix table 7-47.
Viewers watching television news: 2001
(Percentages)

Characteristic	Every day	A few times a week	Once a week	Less than once a week	Never	Sample size (number)
All adults	63	27	5	3	2	1,574
Male	60	29	6	3	2	751
Female	66	25	4	3	2	823
Formal education						
Less than high school	61	29	6	2	2	116
High school graduate	66	25	5	3	1	834
Baccalaureate degree	57	32	5	3	2	393
Graduate/professional degree	63	23	4	5	5	221
Science/mathematics education[a]						
Low	67	23	5	3	2	674
Middle	60	31	4	3	2	469
High	57	30	5	6	2	431
Attentiveness to science and technology[b]						
Attentive public	71	21	6	2	1	195
Interested public	65	25	5	3	2	755
Residual public	60	29	5	4	3	624

[a]Respondents were classified as having a "high" level of science/mathematics education if they took nine or more high school and college science/math courses. They were classified as "middle" if they took six to eight such courses and "low" if they took five or fewer.

[b]To be classified as attentive to a given policy area, an individual must indicate that he or she is "very interested" in that issue, is "very well informed" about it, and a regular reader of a daily newspaper or relevant national magazine. Individuals who report that they are "very interested" in an issue area but do not think that they are "very well informed" about it are classified as the "interested public." All other individuals are classified as members of the "residual public" for that issue. The attentive public for science and technology combines the attentive public for new scientific discoveries and the attentive public for new inventions and technologies. Any individual who is not attentive to either of those issues but who is a member of the interested public for at least one of those issues is classified as a member of the interested public for science and technology. All other individuals are classified as members of the residual public for science and technology.

NOTE: A few respondents did not provide information about their highest level of education.

SOURCE: National Science Foundation, Division of Science Resources Statistics (NSF/SRS), NSF Survey of Public Attitudes Toward and Understanding of Science and Technology, 2001.

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